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ABSTRACT

All of Preparing Teenagers for Parenthood (PTP)'s major theoretical planning and programatic components are contained in this program guide, which is intended to serve as a basic "how to" resource for agencies who must deal with the increasing number of unprepared teenage parents. Basic program components discussed concern community needs assessment and selected demographic data, goals and objectives, design and delivery methods, promotion (agency and community), group recruitment, group process and formation, basic curriculum and resources, personnel and budget, and impact and effect of a P.T.P.- Youth Development Program. A revised program design, sample evaluation and staff time sheets, program resources, and lists of National Federation of Settlements and Neighborhood Centers P.T.P. (1973-1976) project staff and sites are included. (Author/JLL)

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P. T. P.

"PREPARING TEENAGERS FOR PARENTHOOD"

A Recommended "How To" Program Guide

For

YOUTH DEVELOPMENT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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National Federation of Settlements and Neighborhood Centers

PTP PROGRAM GUIDE - TABLE OF CONTENTS

		Page
	Forward	
I.	Introduction and Rationale	1
II.	Basic Program Components	
	A. Community Needs Assessment and Selected Demographic Data	3
	B. Program Goals and Objectives	5
	C. Program Design and Delivery Methods	6
	D. Program Promotion: Agency and Community.	7
	E. Group Recruitment	8
	F. Group Process and Formation	9
	G. Basic Curriculum and Resources	10
	H. Personnel and Budget	15
	I. Impact and Effect of a PTP-Youth Development Program. . . .	16
III.	Attachments	
	(A) Revised Program Design - Education For Parenthood	18
	(B) Sample - Group Session Reporting Outline	19
	(C) Sample - PTP Staff Time Sheet	20
	(D) Guide to Program Resources	21
	(E) 1973-1976 NFS PTP Project Staff and Sites	26

FORWARD

The U.S. Department of Health, Education and Welfare - Office of Child Development - Selected the National Federation of Settlements and Neighborhood centers as one of seven national, voluntary agencies to be funded and participate in a three year (1973/1976) demonstration Education For Parenthood project. We, in turn, selected five racially and geographically representative member agencies as the actual demonstration sites. In some instances, the NFS project that had been re-named "PREPARING TEENAGERS FOR PARENTHOOD" ("PTP") by the five agencies, subsequently adopted locally determined program names such as "The Brotherhood", "Learn and Teach" and "Teens and Life". The five member agencies participating with the National Federation of Settlements and Neighborhood Centers were: Beacon Neighborhood House, Chicago, Illinois; Curtis Park Community Center, Denver, Colorado; Friends Neighborhood Guild, Philadelphia, Pennsylvania; Good Samaritan Community Center, San Antonio, Texas and Henry Street Settlement/Urban Life Center, New York, New York.

All of PTP's major theoretical planning and programmatic components are contained in this comprehensive "Recommended Program Guide" to serve as a basic "how to" resource for agencies. This publication represents a collaborative objective shared by NFS and the staff of the five demonstration site agencies as another means to promote and replicate this tested, exciting and - most importantly - highly effective approach to youth involvement and development.

With sufficient support, planning and skillful implementation by varied community resources and staff, coupled with one of this country's most valued resources - young people - the impact of this process and approach will provide a workable, enjoyable learning program of lasting value; with additional, positive participant contributions in the form of aware, knowledgeable citizenry, community leadership and advocacy.

Richard J. Bargans
NFS "PTP" National Project Director

"PREPARING TEENAGERS FOR PARENTHOOD"

Recommended Program Guide

I. Introduction and Rationale

Settlements and neighborhood centers have, historically, responded to the hazards and inequities confronting children residing in the inner cities of this country as well as other economically and socially deterioriated areas; inequities frequently compounded by ethnic and racial factors. Similarly, this first hand knowledge and involvement in efforts to reverse and resolve those social hazards resulted in settlements and neighborhood centers being characterized as "early warning stations" of problematic social trends.

Thus, the National Federation of Settlements and Neighborhood Centers and its member agencies were in the forefront of reporting and programmatically experimenting in response to the growing trend of young adolescents who, by "accident" or as the result of adverse social pressures, were becoming parents. Both the "early warning" and efforts to respond to a variety of needs inherent in this trend were reflective of the following significant and frightening national statistics: trends and statistics that were every day realities to the adolescents, their families and communities and various social, education, health and welfare agencies, including settlements and neighborhood centers:

* 10% of the women in this country under 18 years were mothers.
* 1/6th of first births are to teenage mothers.
* The highest infant mortality rate occurs to infants born to mothers under 20 years of age.
* High risk pre and post-natal health problems to both the young mother and infants; including subsequent "child abuse" problems.
* Adolescent mother's education interrupted or terminated; whether married or unmarried.
* The young adolescent father, if he remains in the situation, especially if he and the young mother marry - is usually as ill-prepared and immature as the young mother to demonstrate effective parental roles with their child.

* Higher rate of divorce among teenagers than any other age group

Probably one of the most tragic effects of this entire continuum can be spoken of in terms of thwarted human aspirations and achievements for the young parents as well as their children's potential in these basic life goals. Thus, the basic question becomes, "What do young people need to know to enable them to become effective and responsible parents", rather than the issue of "teenage pregnancy of unwed adolescents"!

Therefore, in response to both national and local concern as it related to these trends in the adolescent population served by settlements and neighborhood centers, a collaborative effort involving NFS and some of its member agencies was launched. The trust and rapport between the community-based NFS affiliates and the teens within their service area suggested both a natural and potentially effective setting to reach and work with the teenage population. The age range of the project's target population was 12-15 years of age; with the age range of the five site agencies falling generally within that range - with some exceptions involving 19 year olds.

The project design also enabled NFS and the cooperating agencies to incorporate work components that would test efforts to respond to the chronic youth employment problem which nation-wide continued to occur at a higher rate for inner-city minority youth. The work components thereby became career testing experiences in the field of child care, as well as actual beginning employment opportunities within the community's sponsoring agency; providing participants, in many instances, with additional stimulation and motivation for further work and/or academic training.

Thus, linking the historical role of settlements in response to the needs and problems of children with the growing trend of increasing numbers of teen parents, the majority of whom are unprepared for this basic role in life, suggests no less than initiating a PTP program which can now be documented as an effective approach to both this trend and the broader concept of youth development. And what follows,

represents the basic components for both planning and implementing this type of program which can be adapted to local factors and determinants.

II. Basic Program Components

A. Community Needs Assessment and Selected Demographic Data

The decision to initiate any new program or service should be based on an understanding of the community and its needs as determined by the potential sponsoring agency - public or private. This basic planning process involves primarily three simultaneous efforts: discussion with potential participants, collection of appropriate data and statistics and an assessment of current and/or available resources serving the community and its residents. Basic data sources are comprised of varied public and private agencies - including the U.S. Census Bureau, hospitals, clinics, community schools, local police and other juvenile justice systems and welfare agencies and organizations.

The above data and participant involvement not only plays an important function in the program planning process, but is frequently a basic requirement of potential funding sources; again both public and private in origin. The following data categories should be included:

1. Census tract data

    a. Number of youth and their age ranges
    b. School drop-out rate
    c. Family characteristics:
        (1) Head of household
        (2) Number in family and ages
        (3) Income/employment information
        (4) Housing - conditions, ownership, rent or approximate value
        (5) Marital status/pattern

2. Medical data

    a. Pregnancy rates
    b. General health conditions
        (1) Communicative diseases
        (2) Nutrition, etc.
    c. Dental health
    d. Mental health
    e. Child abuse/neglect rates and attitudes regarding same

3. Educational data

   a. Basic academic and skill's development levels
   b. General behavior and attitudenal levels
   c. Determine level of local school's receptivity and perception of a PTP program and its potential.

4. Crime data

   a. General rates for victim and victimless crimes and types of crime
      (1) Rape
      (2) Drugs
   b. Perceptions and attitudes of local police regarding area youth
   c. Perceptions and attitudes of area youth regarding local police

5. Social/Ethnic-Racial data

   a. Determine major ethnic/racial groups and their respective ratios/percentages

   Note: To the extent possible and depending on degree of relevancy, the above data could also be matched with city and national statistics; thereby enhancing degree of need and/or rationale for proposed program or service.

Many of the data sources mentioned in this section's opening paragraph can also provide valuable information in assessing the presence or absence of programs and services available to the agency's service area residents. This information can then be organized in such a way as to indicate:

1. Programs directly addressing PTP concerns.
2. Programs partially addressing PTP concerns and
3. Programs which are potentially related to PTP concerns
4. The above assessment process will also produce awareness as to the presence of community facilities that could be utilized by and incorporated into PTP activities and functions.

A significant determinant in the assessment/program planning process is to be found in the attitudes and opinions collected from potential PTP participants; potential participants who are contacted via meetings with agency's existing youth groups, recruitment efforts initiated by agency's youth groups themselves, questionnaires distributed in the neighborhood by the sponsoring agency, as well as interpretive/recruitment presentations with appropriate age/class/grades in neighborhood schools.

B. Program Goals and Objectives

To provide low income youth with an opportunity to explore a variety of adult roles related to family life and to acquire or develop psycho-social awareness, problem solving skills and knowledge needed to function effectively in those roles; with other information and experiences which will help them to make informed and meaningful decisions having significant and long range consequences as related to the above areas. Basic objectives are:

1. Psychosocial/Behavioral

   To promote positive self images (on individual, group and ethnic/racial basis), development of communication skills (emphasizing verbal), development of self-insight, value clarification and reality testing, interpersonal/group participation/cooperation skills, and decision making incentives and ability.

2. Educational Objectives

   To increase knowledge and understanding of basic human sexuality aspects, including medical, social and emotional aspects of pregnancy-through-birth, knowledge about physical, psycho-social and emotional growth/development of children, understanding of children's behavior and parental roles; as well as to provide structured child care career opportunities, to involve participants in sharing information/knowledge obtained - with their parents and community, enhancing their development as informed, productive community members, through a variety of agency initiated experiences.

This program also embraces a secondary objective: To develop a body of knowledge and an effective approach adaptable by educators, social workers and other related educational, health and welfare agencies - enabling them to focus on the needs of adolescent groups; thereby providing a model potential for replication by varied youth serving agencies and functions, enhancing the involvement of teens and their families in an ever-widening network of social service/program delivery systems and their respective constituencies.

C. Program Design and Delivery Methods

Operationally, the program should parallel the academic school year, but should also, to the extent possible, continue involvement of participants through the summer vacation months; allowing for concentrated work and supervised career testing opportunities. PTP staff during this period also should be engaged in planned evaluations of the immediately concluded program components and advance planning for the pending program year's activities. (A)

While allowing for group and site differentials and needs, the basic program design should allow for and reflect participant (both potential and current) inputs, helping to shape content and format. Group settings and discussions should also be utilized as an effective means to help adolescents articulate feelings about their own feelings and sexuality, as related to behavior, status, interpersonal relationships, special fears and anxieties. Group settings and peer discussions are further utilized to clarify participant values and attitudes as related to sex, marriage or non-marriage, and having or not having and raising children, including the social, medical, emotional and cognitive needs of young children.

Other related delivery methods that should be planned and incorporated include: utilization of related informational/educational materials, audio-visual presentations and field visits to relevant community resources, individual counseling, and observational opportunities of both normal and abnormal children and their respective behavioral patterns.

Evaluation methods and techniques should be designed in relation to stated objectives and goals set for this program by the agency; and, similarly, should be designed for easy incorporation into agency's on-going reporting/evaluation methods. Whatever format is employed, content of formalized evaluation tools should document the extent to which PTP program components, materials, etc. assist in goal/objective achievement. Participant response/reporting tools

should also be designed to assist in that documentation/evaluative effort.

The results of regularly scheduled PTP staff meetings should also be channeled into the overall evaluation system adopted by the agency. (Note: a comprehensive PTP evaluation report, including evaluation, tools and techniques, will be available at a future date - following its completion by Behavior Associates who, under a special HEW contract, has been responsible for the evaluation component of the 1973/1976 EFP/PTP project mentioned in the Forward of this publication. A sample of a Group Session Reporting form utilized in the project's evaluation process is attached to this publication. (Attachment B)

D. Program Promotion: Agency and Community

Assigned PTP staff, along with supervisory and administrative staff all play key roles in interpreting and promoting this type of program - within and outside of the agency, in the immediate and wider community. Potential program support at all levels - participant through financial - is another crucial dimension of promotional efforts.

Once agency staff and Board are on a committed course to initiate a PTP program or expand an existing "youth development" program - promotional efforts utilize all existing communication media and vehicles - verbal presentations within current program groups, regardless of age levels, staff and Board meetings; supplemented by imaginative/creative interpretive visual media - posters and other literature that can be widely distributed.

Staff undertake similar promotional efforts within the service area; with contacts involving potential participants, related social, educational, health and welfare agencies (who subsequently might be involved as a content-related community resource or extended program setting); especially neighborhood/ district schools and health facilities.

Staff and Board share in the responsibility to pursue potential funding

from both public and private sources. Eventually, the participants themselves can provide effective assistance in this effort.

It is important to be both aware and plan for careful and special attention to some programmatic areas; especially components dealing with family planning. The involvement of and presentations by persons of all viewpoints is essential to an objective approach - to enable teens to have the information and knowledge to arrive at their own informed decisions. Further, subsequent special sessions for adults and parents of the participants might also help insure and clarify areas of concern.

E. Group Recruitment

The following represent some specific alternatives that initially can be utilized as part of the above "promotional" presentations to potential participants; as well as subsequent techniques for the on-going recruitment effort.

1. Start with an existing teen group and add a PTP component to their activities.
2. Initiate a general activities group (providing transportation and group rates, if necessary, to such activities as cultural/sports events, "discover your city", etc., and introduce PTP as an extra, optional program.
3. Start a small core planning group and have them recruit new members. Experience has shown that previous PTP group participants have become effective "PTP Recruiters" for the following program year.

Two proven incentives to enhance motivation, used separately or jointly, to be incorporated, are:

1. Provide interim recreational/liesure activities as frequently as deemed important - for PTP members only.
2. Provide reasonable stipends for PTP members who work with children as part of the career testing/work experience components - with the work sequence following related, informational/educational training.

These incentive/motivation strategies, in addition to the "programmatic interest and need" factors, are important components in this PTP approach. However, care

must be taken so that the developmental goals and objectives are not lost or obscured; the "interest activities" and the above incentive/motivational strategies must not become "the program" itself!

Depending upon the number of assigned PTP staff - a group could number from 20 to 40, allowing also for adequate supervisory and other related time frames.

F. Group Process/Formation

Our experience has indicated a significant, developmental "word to the wise" is warranted in approaching the "how to" planning of this aspect of a PTP program: sufficient time should be planned for this crucial phase in order to allow the group process to evolve an all important -

1. Basic, functioning group and the
2. Development of group identity.

Incomplete development of either or both of those will prevent the participants, as a group, to fully integrate the programmatic objectives and goals. Sensitivity training can be effectively utilized to achieve group identity and breaking down barriers to group inter-action.

The following basic variables present in the group's composition will affect the group development and interaction:

1. Age - Younger teens will demand more time learning socialization and leadership skills than older teens.
2. Coed group - The skill and sensitivity of assigned staff will determine extent, type of program content which can or should be handled in a co-ed setting; determined, primarily, on being able to identify "type of interaction"....i.e., whether co-ed group is "peacefully co-existing" or actually inter-acting and fully exchanging ideas and feelings; with the latter being the ideal and maximum learning atmosphere to strive for.
3. Cultural/Ethnic/Racial Background

Again, skill, sensitivity and experience in working with groups - especially multi-ethnic/racial-groups will represent a significant factor in determining the cohesiveness and effectiveness of the PTP group and its achievement of group goals and objectives. Familiarity with basic norms, "taboos", family patterns and relationships, etc. is essential

as it applies to either a homogeneous or a heterogeneous group; with the latter situation requiring assigned staff to have additional skills. Primarily, the latter situation, in addition to knowing specifics about each group, also requires skill in developing opportunities where positives in how both groups relate to one another can be strengthened. Group planning and activities, including role playing, are effective techniques.

Lastly, keeping the above considerations in mind, the following flow chart of activities and focii has proven to be effective as a planning tool in the programmatic sequence of a PTP program; although numbers 3-6 can be in any order desired, or determined by staff and extent of group development:

ACTIVITIES	FOCUS
1. Informal Recreation	Getting to know each other
2. Organized Group Activities (role playing, poster making project planning)	Learning to work together to become a group
3. Structured Discussions/Interaction (films, trips, resource persons-led sessions)	Learning about self, others
4. Information Sessions Re: Sex Education or Child Development or Career Testing	Theory and facts for purposeful decision making
5. Special speakers, films, trips, etc.	To enhance above focii
6. Work Experiences	Theory plus practice equals experience

G. Basic Curriculum and Resources

Our recommended PTP content is comprised of three primary areas: Sex Education, Child Development and Child Care/Career Testing/Caretakers - with each major topic preceded by an Orientation/Introduction session. Agencies can determine, based on local factors/needs, the number and sequence of the basic

content areas. Based on our experience, the sessions that were found to be the most "stimulating" and/or promoting the most interest and interaction were those related to Sex Education and the Child Care sessions. The latter, including planned work sessions, had a built in incentive in the form of stipends, covering from 10 to 25 hours of work per week. However, to insure adequate and informed work skills and as a prerequisite for the compensated work periods - participants should be required to attend prior class sessions and orientation. Summer work opportunities can also be incorporated into the PTP format, via agency Neighborhood Youth Corps slots.

Recommended program curriculum should include the following:

Orientation

a) Introductions - Who is in the group
b) Basic program content
c) What participants can expect to get from program
d) Responsibilities of participants
e) Informational priorities of group

Section I - Sex Education

1. Introduction
   a) Ground rules for discussion
   b) Sex and sexuality
   c) Reproductive and non-reproductive sexual activity
2. Biological Basics
   a) Male and female anatomy
   b) Physiological maturation
   c) Conception
3. Emotional Maturation
   a) Male and female roles
   b) Interpersonal relationships
   c) Sex and love
   d) Different kinds of love at different ages
   e) Parenthood as a decision
   f) Sex/sexuality during adolescence
   g) Sex/sexuality as an adult
4. Values and Attitudes
   a) Socio-cultural groups
   b) Parents and family
   c) Peer group
   d) Personal
   e) Counter-culture: the sex careers: "Pimp" and "Prostitute"
5. Myths and Anxieties
   a) Masturbation
   b) Homosexuality
   c) Curiosity
   d) Fantasies
   e) "Street and Old Spouses' Tales"

6. Health
   a) Venereal Disease
   b) Family Planning and Fertility Control
   c) Birth control methods or absence of same
   d) Abortion
   e) Vasectomy
   f) Rape
   g) Drugs
   h) Cancer screening
   i) Alcohol abuse
   j) Sickle Cell
   k) V.D.
   l) Mental Retardation

Section II - Child Development

1. Introduction
   a) Why people decide to have children
   b) What is a child
2. The Beginning of Life
   a) Symptoms of pregnancy
   b) Pre-natal care/prevention of birth defects
   c) Anxieties of mothers and fathers-to-be
   d) Preparing for childbirth (Techniques for relaxation and control)
   e) Father's role in pregnancy, labor and delivery
   f) Caring as a family
3. The Newborn Infant
   a) Appearance
   b) Behavior
   c) Perception of the world
4. Normal Growth and Behavior
   a) The infant (birth-18 months)
   b) The toddler (18 months-3 years)
   c) The tot (3 - 6 years)
5. The Abnormal Child
   a) The physically handicapped child
   b) The retarded or brain damaged child
   c) The emotionally disturbed child
6. Development of Personality
   a) Genetic factors
   b) Environmental factors
   c) Effects of cultural, class and ethnic differences in child raising techniques

Section III - Child Care and Caretakers

1. Introduction
   a) Why children need care
   b) Responsibilities of caretakers
2. Meeting Basic Needs of Infants/Children and Teens
   a) Feeding, nutrition awareness and food preparation skills
   b) Bathing and dressing; including clothing needs
   c) Protecting
   d) Loving

e) Disciplining
f) Fears and anxieties

3. Child Abuse and Neglect
   a) Definition of "abuse" and "neglect"
   b) Effects on children
   c) Problems of parents and other contributing factors
   d) What to do with/for/about the abused child...the abusing parent

4. Communicating with Children
   a) Understanding behavior of children
   b) How children interpret the behavior of teens and adults
   c) Basic messages; emotional responses, state of feelings
   d) Function of play and toys
   e) How children learn
   f) Helping children learn

5. Understanding the Behavior of Children
   a) Effective behavior
   b) Adaptive behavior
   c) Personality and social behavior
   d) Behavior of teens working with children
   e) Influence of teens working with children

6. Career Use of Experience of Working with Children
   a) Responsibility and accountability of teens
   b) Making decisions that affect self and others
   c) Attitudes and responses needed for any job

Program resources can be developed from local, state and national sources; including, to the extent possible, resource persons from these general sources. Budgetary necessities and both the outreach interest and willingness of resource persons will result, for the most part, in a "no cost" factor for their involvement.

A number of national resources, all of whom can supply publication/film catalogues, are as follows:

1. EFP Project Offices within the Offices of Education and Child Development, HEW - Washington, D.C.
2. Education Development Center, 15 Mifflin Place, Cambridge, MA 02139
3. Planned Parenthood-Work Populations, 810 Seventh Ave., New York, NY 10019
4. Sex Information and Education Council of the U.S., 1855 Broadway, New York, N.Y. 10023
5. Children's Television Workshop, One Lincoln Plaza, N.Y., N.Y. 10023
6. Institute for Child Mental Health, 385 Park Ave. So., N.Y., N.Y. 10016

7. Family Planning Training Institute, Planned Parenthood Assn. of Maryland, Inc., 24 West Franklin St , Baltimore, Maryland 21201

8. March of Dimes, 315 Park Ave. South, New York, N.Y. 10003

9. American Red Cross, National Headquarters, 17th St., N.W. Washington, D.C. 20036

10. American Social Health Assn., 1740 Broadway, New York, N.Y. 10019

11. American Cancer Society (Local chapter)

12. American Medical Association (Local chapter)

13. Public Affairs Committee - Pamphlet Series, 381 Park Ave., South, New York, N.Y. 10016

14. Parents Magazine Publications and Films Div., 52 Vanderbilt Ave., New York, N.Y. 10017

15. The Population Institute, 110 Maryland Ave., N.E., Washington, D.C. 20002

16. Parenting Materials Information Center, Early Childhood Division, Southwest Educational Development Laboratory, Austin, Texas

Local libraries, hospitals, clinics, universities and colleges can also become primary sources of pertinent, topical materials - books, pamphlets, films and records - to be incorporated into a PTP program format. Further, agencies planning a PTP program can convene a meeting of local area specialists and staff representatives of agencies and organizations with expertise re: sex education, child development, family life, etc. - all of whom can provide additional information and suggestions for appropriate and current resource materials. This kind of consultation also enhances further collaborative involvement during the program implementation phase.

The concept of program resources also can include a broad spectrum of community resources - organizations, institutions, "places of interest", etc., which can be visited by participants to acquaint, inform and teach about community resources that impact on the lives of children, adults and the community itself.

Many resource materials that can be incorporated into a PTP program are readily available through local sources (including libraries and local chapters of national organizations). The attachments also contain a Guide to Program Resources (Attachment D) as developed by the '73/'74 NFS PTP National Project Director, Ms. Eleanor Fink.

Also, sometime in 1978, a comprehensive "Education for Parenthood Curriculum Matrix" will be available through the Office of Child Development, HEW. This document, which includes input from the National Federation of Settlements and Neighborhood Centers' three year "EFP/PTP" experience, is being developed by the national evaluating organization, Behavior Associates.

Special effort and emphasis should also be taken to obtain and utilize appropriate ethnic/racial materials, as well as visit related cultural institutions; exposing participants and strengthening their self awareness and identity perceptions.

Once an agency and its PTP participants have acquired sufficient skill and expertise as the result of their own experience and involvement - they too can be viewed and utilized as a "program resource"; interpreting the project, stimulating interest in other organizations to incorporate this approach to teen need and youth development.

H. Personnel and Budget

Ideally, the PTP group worker should be a young adult with both training and experience in working with adolescent groups and some counseling and supervisory experience, as well as basic knowledge of community resources. Knowledge and skill, including language skills, if necessary, appropriate to the ethnic/racial cultural background of the program participants would also be a significant factor in evaluating potential candidates for this program.

As the program grows and expands, additional staff should be added; necessitating increased budget items for personnel (both direct program and supportive staff and services and program component costs.

Some agencies with ongoing youth programs might develop a budget that reflects the PTP group worker's time at either 50% or 33 1/3% of their time. The following is an approximate budget, excluding rent, heat, light, etc. and

existing program equipment factors, involving a PTP group worker at 50% of his/her time; the major line items being subject to local determinants as to whether the costs are decreased or increased.

Tentative First Year Budget

PTP Group Worker	$7,500	(50% of his/her time)
Secretary	3,100	(33 1/3% of his/her time)
Participant Stipends	7,500	(Approximately 10 students @ $2.75 per hour for 10 hours per week for 39 weeks; could follow lesser formula)
Fringe Benefit costs	2,500	
Program Supplies	1,000	
Postage/publicity	500	
Telephone	500	
Transportation	600	
Total	$ 23,200	

I. Impact and Effect of a PTP-Youth Development Program

Conceptually, this program is designed to help young people help themselves and their communities in achieving self-respect and self-determination, by broadening their options and increasing their opportunities.

A properly designed, supported and implemented PTP program will produce multiple effects, impacting primarily on:

1. The Youth - by providing a vehicle for young people to meet their multi-level needs through:

   a. Personal counseling
   b. Skill development and leadership training
   c. Cultural heritage and enrichment
   d. Self government experience
   e. Social education

   - By providing increased self-awareness and value clarification through positive experiences and self exploration.

   - By giving youth the information and experience to develop social and economic survival skills

2. The Family- Youth become better equipped to deal with the family in a positive manner.

- Youth become positive models for siblings, peers and community
- Youth become informational resources for their families.
- For some families it can result in breaking the cycle of poverty.

3. The Agency- By enabling implementation of neighborhood center philosophy of inclusive and democratic involvement of people.
   - By developing a potential source of agency staff and board.
   - By supporting the historical role of settlements as youth advocates.

4. The Community - By being supportive, the community plays a key role in assisting and benefiting from strengthened individuals (youth) and families; functioning as aware, informed and productive citizenry and expanding the base of knowledgeable community leadership and social advocates.

To these ends, the National Federation of Settlements and Neighborhood Centers invites you to consider these recommended "How To" steps in implementing a Preparing Teenagers for Parenthood program in your agency or organization. The growing needs of the adolescent population of this country warrants this achievable and effective approach to assist tomorrow's parents and citizenry.

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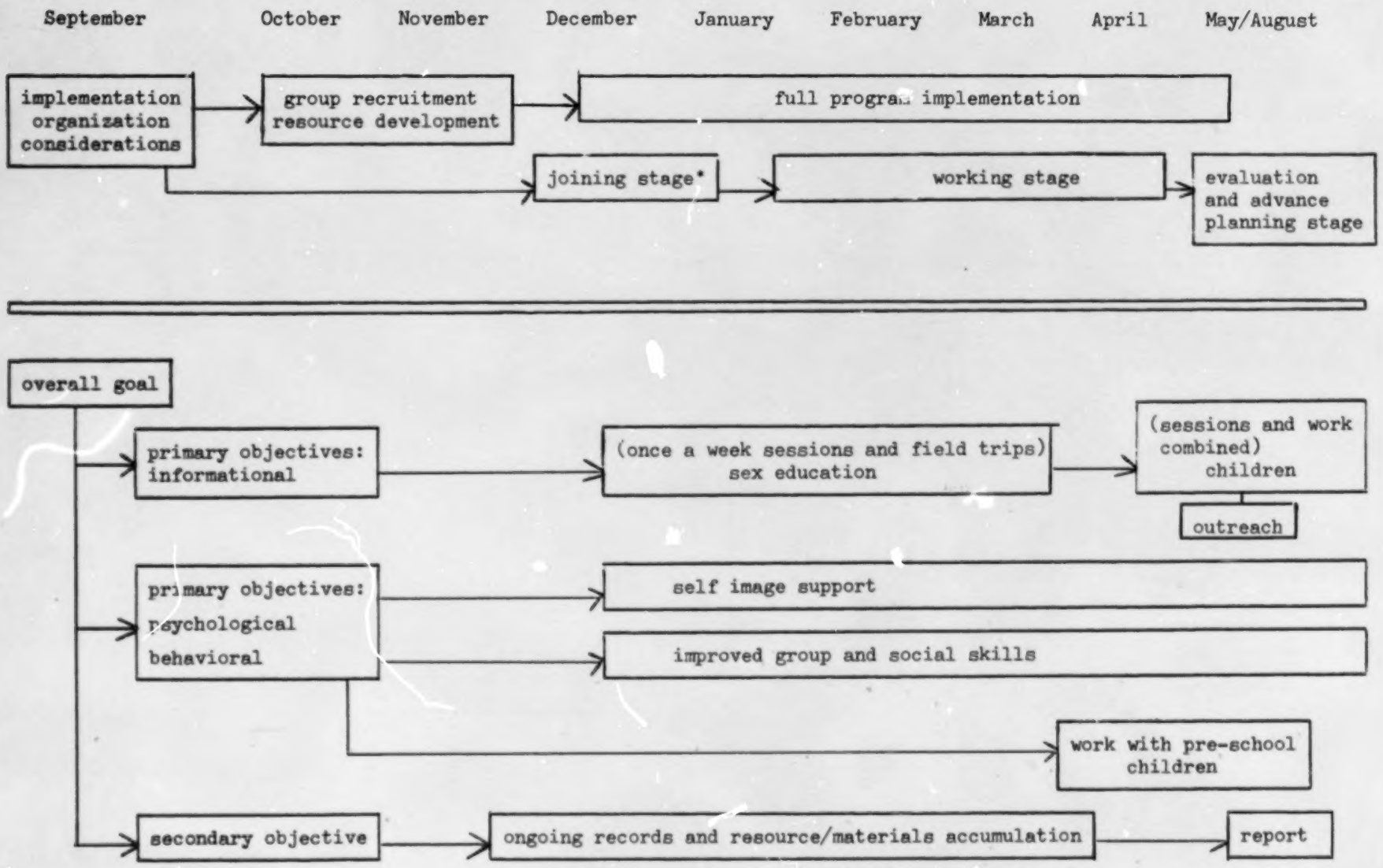
(A)

REVISED PROGRAM DESIGN: EDUCATION FOR PARENTHOOD



* stages refer to group development progression.

(B)

GROUP SESSION REPORTING OUTLINE

Agency.....Date.....

Session Topic .....Session No.....

1. Number of youth participants present .....
2. Session Format .....
   .....
   .....
3. Subject Content .....
   .....
   .....
4. Ego Support .....
5. Developmental Skills .....
6. Integration of information and experience .....
   .....
7. Integration of learning with practice and/or decision making .....
   .....
8. Group Rating of Session:

   Rating: Poor Fair Good Excellent

   Number:
9. Staff Rating of Session:

   Poor Fair Good Excellent
10. Parts of Session Group Responded to Most Positively
11. Parts of Session Group Responded to Least Positively
12. Response to Any Specific Audio Visual Materials or Resource Persons Used
13. General Comments

(C)

NATIONAL FEDERATION OF SETTLEMENTS AND NEIGHBORHOOD CENTERS
232 Madison Avenue New York, N.Y. 10016

TIME SHEET

Agency _____

Address _____

Staff Member _____

Month _____ 197___

Record all time to nearest 1/2 hour

Record work on weekends under "S"

PREPARING TEENAGERS FOR PARENTING

SERVICE OR ACTIVITY	Week Ending M	T	W	TH	F	S	Week Ending M	T	W	TH	F	S	TOTAL HOURS
I. In Service training and orientation													
11. Background Research													
111. Program Design													
IV. Development/Selection curriculum materials													
V. Resource development and coordination													
VI. Program Promotion													
VII. Direct services to participants													
VIII. Data collection/reporting													
IX. General Administration													
TOTAL DAILY HOURS WORKED													
ABSENCES													

IA/mnd
280-73-1
OCD-CB 461

Guide to Program Resources

SECTION ONE: ORIENTATION

BOOKS

Berelson, Bernard and Steiner, Gary A. *Human Behavior* (shorter edition)
New York, N.Y. : Harcourt, Brace & World, Inc. 1964
Middleman, Ruth R. *The Non-Verbal Method in Working with Groups*
New York, N.Y. : The Association Press, 1968
Olmstead, Michael S. *The Small Group*
New York, N.Y. : Random House, 1959

SUGGESTED GROUP ACTIVITIES

- Individual self introductions
- "Icebreaker" social events
- Week-end retreat

SECTION TWO: SEX EDUCATION

FILMS

Title	
About Sex (1965)	Texture Films, New York, N.Y.
A Chance of Love (1972)	Cine-Image Films, Des Moines, Iowa
A Raisin in the Sun (1961)	Columbia Pictures
A Plague on our House (1970) (V.D.)	NBC TV, New York, N.Y.
A Three Letter Word for Love (1965)	Texture Films, New York, N.Y.
Claudine (1974)	Twentieth Century Fox
I'm 17, I'm Pregnant and I Don't Know What To Do	Children's Home Society of California, Los Angeles, California
Not Me (Drug Abuse)	Contemporary Films
V.D. Attack Plan (1973)	Walt Disney Productions
Veronica (1969) (Adolescence)	Jason Films, Riverdale, N.Y.

BOOKS

Broderick, Carlfred B. and Bernard, Jessie, Eds. *The Individual, Sex and Society: A Siecus Handbook for Teachers and Counselors,* Baltimore, Md.: The John Hopkins Press, 1969

Comfort, Alex, M.D. Ed. *The Joy of Sex: A Gourmet Guide to Lovemaking* New York: Crown Publishers, 1972

Katchadourian, Herant A., and Lunde, Donald T. *Fundamentals of Human Sexuality* New York, N.Y.: Holt, Rinehart and Winston, 1972

McCary, James L. *Human Sexuality,* New York, N.Y.: Van Nostrand Reinhold Books, 1971 (2nd edition, revised)

McCary, James L. *Sexual Myths and Fallacies,* New York, N.Y.: Van Nostrand Reinhold Books, 1971

Simon, Sidney B. *Value Clarification,* New York, N.Y.: Hart Publishing Co., 1972

BOOKS WRITTEN FOR TEENS

Duvall, Evelyn Millis *Love and the Facts of Life,* New York, N.Y.: Association Press, 1963

Gordon, Sol Ph.D. *Facts About Sex: A Basic Guide,* New York, N.Y.: John Day Co. 1970

Guttmacher, Alan F. *Understanding Sex: A Young Person's Guide,* New York, N.Y.: J.B. Lippincott, Co., 1973

Johnson, Eric W. *Love and Sex in Plain Language,* New York, N.Y.: J.B. Lippincott Co., 1974 (new revised edition)

Johnson, Eric W. *Sex: Telling It Straight,* New York, N.Y.: J.B. Lippincott Co., 1970

PAMPHLETS/MAGAZINES

True to Life: Emory University School of Medicine, Dept. of Gynocology and Obstretrics, Family Planning Program, Box 26069, 80 Butler Street, Atlanta, Georgia 30303 (teen magazine)

Ten Heavy Facts About Sex: by Dr. Sol Gordon, 1971, The Family Planning and Population Center, 760 Ostrom Avenue, Syracuse, New York 13210

How to Take the Worry Out of Being Close—An Egg and Sperm Handbook by Marian Johnson Gray and Robert W. Gray, 1971, P.O. Box 2822, Oakland, California 94618

To Be a Mother—To Be a Father: Planned Parenthood—World Population, 810 Seventh Avenue, New York, N.Y. 10019

Homosexuality in Our Society: by Elizabeth Ogg, Public Affairs Pamphlets, 381 Park Avenue South, New York, N.Y. 10016

NATIONAL ORGANIZATIONS

Planned Parenthood-World Populations
810 Seventh Avenue
New York, N.Y. (or contact local
Planned Parenthood affiliate)

Sex Information and Education Council of the U.S.
1855 Broadway
New York, N.Y. 10023

SEE ALSO, LISTINGS IN:

RESOURCES FOR FREE MATERIALS AND INEXPENSIVE AUDIO VISUAL ASSISTANCE

available from: Planned Parenthood Association of Maryland, Inc.
Family Planning Training Institute
24 West Franklin Street
Baltimore, Maryland 21201

SUGGESTED GROUP ACTIVITIES

- Value Clarification Exercises
- Making Informational Posters and Exhibits
- Taping discussions for playback and further discussion
- Writing situational skits for presentation to larger groups and/or video taping
- Field trips to local drug store; family planning clinic; conference/program on rape prevention

SECTION THREE: CHILD DEVELOPMENT

FILMS

Title	Source	Source
Beginning of Life (1969)	Benchmark Films	
Birth (1968)	Filmmaker's Library	
East Africa: Two Lifestyles	McGraw Hill, New York, N.Y.	
Daily Life of the Bozo (1967) (Family lifestyles)	Julian Bryan	
Felicia (1965) (Family lifestyles)	University of California	
The First Ten Months of Life (1969) (Birth defects)	CBS-TV	
The First Two Weeks of Life (1970)	Proctor & Gamble, New York, N.Y.	
Frustrating 4's and Fascinating 5's (1952)	McGraw Hill, New York, N.Y.	
Mother and Infant in the Hospital	Educational Development Center Cambridge, Mass.	
The Story of Eric (1972)	American Society for Psychoprophylaxis in Obstetrics	
Terrible 2's and Trusting 3's (1951)	McGraw Hill, New York, N.Y.	

BOOKS AND PAMPHLETS

Armstrong, Gregory, Ed. *Life at the Bottom,* New York, N.Y. Bantam Press 1971

Brown, Claude *Manchild in the Promised Land,* New York, N.Y. The American Library 1966

Coles, Robert and Piers, Maria *Wages of Neglect,* Chicago, Ill. Quadrangle Books 1969

Educational Development Center, Inc. *Child Development Data File* from *Exploring Childhood,* Cambridge, Mass. 1972

Frailberg, Selma H. *The Magic Years,* New York, N.Y. Scribners 1969

Gesell, Arnold, M.D. *The First Five Years of Life: The Preschool Years* New York, N.Y. Harper and Row 1940

Homan, William E., M.D. *Child Sense,* New York, N.Y. Bantam Press 1969

Redl, Fritz and Wineman, David *Children Who Hate,* New York, N.Y. The Free Press 1965

U.S. Department of Health, Education and Welfare *Prenatal Care* DHEW Publication No. (O.C.D.) 73-17 Childrens Bureau Publication #4

NATIONAL ORGANIZATIONS

American Red Cross
National Headquarters
17th Street between D & E N.W.
Washington, D.C. 20036
(or contact local chapter)

March of Dimes
315 Park Avenue South
New York, N.Y. 10003
(or contact local chapter)

SUGGESTED GROUP ACTIVITIES

— Practice bathing and diapering infant (doll)
— Plan and furnish room for new baby
— Field trips to: maternity ward, well-baby clinic, institution for retarded children

SECTION FOUR: CHILD CARE AND CARETAKERS

FILMS

Title Title Title	**Source Source Source**
Children in Peril	CBS-TV
The Little Kidnappers (1954)	J. Arthur Rank, England (Distributed by Janus Films, New York, N.Y.)
Mark Williams I & II	Curriculum Consultants, Merrick, New York
The Red Balloon	Brandon Films

BOOKS AND PAMPHLETS

Boy Scouts of America—*First Aid Skill Book,* North Brunswick, New Jersey

Day Care and Child Development Council of America: *Activities to Help Children Learn at Home* by Sandra Belton and Christine Sparks Terborgh 1972, and *Suzy Prudden's Creative Fitness for Baby and Child* 1972

O'Connor, Frank *My Oedipus Complex and First Confession from The Stories of* Frank O'Connor, New York, N.Y. Alfred A. Knopf 1952

Steichen, Edward, Ed. *The Family of Man,* New York, N.Y. New American Library (Photographic essay)

The Travelers Insurance Companies—*The Travelers Book of Children's Exercises* Hartford, Conn.

U.S. Department of Health, Education and Welfare:
Child Development in the Home, DHEW Publication No. (O.C.D.) 74-40
Fun in the Making, DHEW Publication No. (O.C.D.) 73-31
Young Children and Accidents in the Home, DHEW Publication No. (O.H.D. 74-34)

STORY BOOKS FOR YOUNG CHILDREN

Are You My Mother? (in English and Spanish), Philip D. Eastman, New York, Random House 1967

The Cat in the Hat (in English and Spanish), Dr. Seuss, New York, Random House 1967

GWOT! George Mendoza, New York, Harper and Row 1967

Izzard, Lonzo Anderson, New York, Charles Scribner's Sons 1973

Moja Means One (Swahili counting book), Muriel Feelings, New York, Dial Press 1971

Striped Ice Cream, Joan M. Lexau, New York, J.B. Lippincott 1968

NATIONAL ORGANIZATIONS

Children's Television Workshop
1 Lincoln Plaza
New York, N.Y. 10023
(or contact regional offices)

Institute for Child Mental Health
386 Park Avenue South
New York, N.Y. 10016

SUGGESTED GROUP ACTIVITIES

FIELD PLACEMENTS WORKING WITH CHILDREN!!!

— Practice games and exercises to do with children

— Create toys for children

— Design a kiddy corner

— Review storybooks to read to children

— Role Play: child-child and child-parent/teacher situations

(E)

1973 - 1976

NFS PTP PROJECT STAFF

Marrice Griffin.....Site Coordinator — Chicago
Beacon Neighborhood House
Coleman Miller - Executive Director

Pam Littleton.....Site Coordinator — San Antonio
Good Samaritan Center
Mike Hernandez - Executive Director

Candace Hibbard.....Site Coordinator — Denver
Curtis Park Community Center
Camellia Fletcher - Executive Director
(George Turner - Executive Director, first year)

Nilsa Pietri.....Site Coordinator — New York
Henry Street Settlement/Urban Life Center
Bertram Beck - Executive Director

Gola Tatum.....Site Coordinator — Philadelphia
Friends Neighborhood Guild
Roy F. Canty, Jr. - Executive Director

National Federation of Settlements and Neighborhood Centers:

Walter L. Smart, Executive Director

Ms. Eleanor Fink, National Project Director; 1973/74

Richard J. Bargans, National Project Director; 1974/76